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An attempt to determine who goes to summer school and why, what length of summer session is considered by the students in summer school to be of the greatest utility, and how the students appraise their experience of summer school. Based on a 2 percent sample of students in attendance at the 1961 summer session of the University of Wisconsin, Madison Campus. Comparisons are made with students in attendance at a regular session. Includes numerous statistical tables. Questionnaire is reproduced in the appendix.

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STUDENT REACTIONS TO 1961 SUMMER SESSIONS

THE UNIVERSITY OF WISCONSIN

MADISON CAMPUS

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OFFICE OF INSTITUTIONAL STUDIES
THE UNIVERSITY OF WISCONSIN, MADISON
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STUDENT REACTIONS TO 1961 SUMMER SESSIONS
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April 1962

PREFACE

Many persons concerned with higher education are discussing and giving thought to the use of the period from the end of one academic year to the beginning of the next. This period is being utilized in various ways by American colleges and universities. Some differences in summer activities are attributable to the variations of service functions from one institution to another.

Not of least importance in evaluating the types of activities which should be offered during the summer period is the educational program which best will meet student needs. The present study was conceived with this in mind and therefore sought to secure student reactions to the present Summer Sessions as well as student evaluations of how well sessions of various lengths might serve them.

The authors gratefully acknowledge the assistance of Miss Edna Hasse and Mrs. Elizabeth Hough who typed the report, proofread the copy, and made suggestions for clarity of presentation; and of Mrs. Ophelia Murphy who assisted with the interviewing. Special recognition is due L. H. Adolfson, Director of the Summer Sessions, for his personal interest and willingness to have part of the cost borne by his office.

L. J. L.
C. A. S.
R. A. R.
A. P. A.

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INTRODUCTION

The purpose of this study is one of Summer Sessions introspection, particularly in attempting to look at the role of the Summer Sessions and the entire summer period in relation to the total academic function of the University of Wisconsin. It was felt desirable to locate and examine weaknesses of the summer programs so that corrective measures could be initiated. By the same token, the examination of strengths should provide the opportunity to capitalize more fully on these strengths in the future. In a word, it is the desire to find ways of making the Summer Sessions as effective as possible as a unit of the University's educational program.

The study was designed to get a view of the Summer Sessions through the eyes of the students. Thus the students were asked to comment upon and criticize the Summer Sessions programs. They were asked to express frankly their ideas under the assurance that all responses would be treated confidentially. Some of the questions, for which answers were sought, were about the types of students who attend the University during the summer, the reasons why they attend, where they come from, how they spend their time, how they compare with the regular academic year students, how they feel about the length of sessions, whether or not they desire a twelve-week session or a summer semester, and their impressions of the quality of instruction and the caliber of classes.

The study was not intended to provide final answers. It is exploratory in that it does supply some background knowledge which, when used in conjunction with other studies, should be helpful in determining the best use of the summer period. It also locates some areas which should be studied more intensively.

The report is divided into five principal sections: a descriptive Comparison of Summer Sessions Students with Academic Year Students, Characteristics of the Summer Sessions Students, Reasons for Attending and Evaluation of the Summer Sessions Programs, Value and Length of Sessions, and Summary and Generalizations.

Sample Selection

The group involved in the study was a systematic sample of 200 individuals who were selected from an alphabetical listing of the students enrolled in any of the Summer Sessions, with the exception of a small group of nurses registered in a late session, students enrolled in the second five-week Law Session, and students who withdrew from other sessions. The first student's name was drawn at random from the first 42 names; each forty-second name thereafter was selected.

A letter was sent to each of the 200 students informing them of the study and requesting that they come to the Summer Sessions Office to obtain the questionnaire* and to get general instructions for completing it. Those who did not come to the office were contacted by phone and reminded to come in. A few questionnaires had to be mailed to students who had been enrolled in early short sessions and who therefore were not on campus at the time of the survey.

Questionnaires were completed by 184 students; this represents 92.0 per cent of the 200 contacted. Divided according to class level, there were 55 undergraduate, 88 graduate, 36 special, and five professional students in the sample.

Sample and Population Comparison

Anticipating a possible bias as the result of questionnaires not returned, the basic categories of students in the sample returns were checked against the total Summer Sessions enrollment to determine if there were any variations in the numbers of individuals, by category, that could not reasonably be accounted for by chance. The differences between the sample and the entire enrollment, in the proportions of students by college or school, level in school, sex and marital status, session, degree candidacy, and academic year enrollment, were found to be within accepted standards of sampling fluctuation. The sample returns were found to have a slight bias, for region of permanent home address, with more students having Dane County home addresses and fewer with other Wisconsin home addresses than would be expected on the basis of the total enrollment.

The summer addresses of the students in the sample group indicated that 31.2 per cent of the persons not returning the questionnaire were commuters while only 1.6 per cent of the persons who completed the questionnaire were commuters. This fact might be accounted for by the relative difficulty for commuters to pick up and return the questionnaires in person.

Although there was bias by region of home address, it appeared that the sample-return group was adequately representative of the Summer Sessions population and that their responses could be used as a basis for general evaluations.

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*See Appendix for copy of questionnaire. Parts of the questionnaire were adapted, with permission, from a questionnaire used at the University of Minnesota: John E. Stecklein, Mary Corcoran, E. W. Ziebarth, The Summer Session: Its Role in the University of Minnesota Program (University of Minnesota: Bureau of Institutional Research, c. 1958), pp. 36-38.

COMPARISON OF SUMMER SESSIONS STUDENTS WITH ACADEMIC YEAR STUDENTS

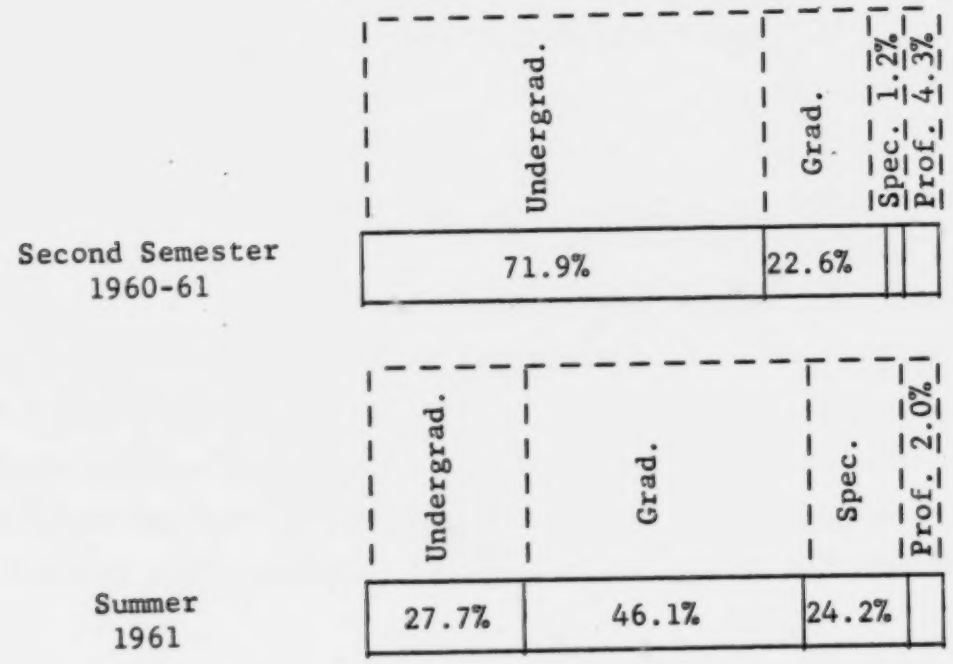
To obtain a more precise picture of the Summer Sessions student it seemed desirable to compare him with the regular academic year student and to identify likenesses and differences. Complete comparisons could not be made between the Summer Sessions and regular year groups due to lack of some comparable data. However, it is possible to gain insight into some important areas of likenesses and differences and to give a picture of the Summer Sessions students as background for interpretation of their questionnaire responses.

For permanent home address and sex and marital status, comparison is made between the total population of the 1961 Summer Sessions and the total population of the second semester 1960-61. The second semester students were used as a basis for comparison rather than the total enrollment for the year since the second semester students were the students enrolled nearest in time to the Summer Sessions students.

Age data were available for the first semester and for the total Summer Sessions population. Therefore the age comparison is between the total Summer Sessions students and those enrolled during the first semester 1961-62.

By Class Level

The proportion of Summer Sessions and of academic year students, according to class level, is quite different. The proportion of the four class levels within each group is shown in the following graph:



By Sex and Marital Status

Of the Summer Sessions population, 31.1 per cent were single males, 30.5 per cent were married males, 30.2 per cent were single females, and 8.2 per cent were married females. In comparison, 49.9 per cent of the second semester students were single males, 16.5 per cent were married males, 30.5 per cent were single females, and 3.1 per cent were married females. Single males account for the largest group in both the second semester and Summer Sessions; it is interesting to note that as a proportion of the total enrollments, the percentage of single male students during the second semester 1960-61 was higher (49.9%) than during the Summer Sessions (31.1%). The proportion of single female students in the Summer Sessions was slightly less than the proportion during the second semester. That the percentage of single males attending the Summer Sessions is lower than for any other group in comparison with students attending the second semester, can be partially explained by the fact that single male students rely more upon summer employment as a source of financing their regular education than is true of other students. Lins[1] reports that, for the single undergraduate men enrolled during the 1960-61 academic year, 25.6 per cent of the income for University attendance came from summer employment as compared with 11.8 per cent for single undergraduate women, 8.5 per cent for single graduate men, 4.7 per cent for single graduate women, and 3.1 per cent for married graduate men.

While the proportion of single students among the Summer Sessions enrollees (61.3%) was less than that of those who attended second semester (80.4%), the proportion of married students was considerably higher (38.7% and 19.6% respectively). The proportion of married males was almost twice as great during the Summer Sessions, 30.5 per cent as compared with 16.5 per cent. The proportion of married females was more than twice as great, 8.2 per cent as compared with 3.1 per cent. The percentage of married male undergraduates who attended the Summer Sessions was more than twice as great as that of those who attended second semester, 13.9 per cent as compared with 6.4 per cent.

The greater percentage of married students in the Summer Sessions is attributable to the fact that the percentages of graduate and special students are higher in comparison with the academic year; these two groups have a higher percentage of married students in them than the undergraduate group does. Over half of the 4,108 graduate students in the Summer Sessions were married (53.8%) while nearly one-third (32.9%) of the 2,156 special students were married. The pro-

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[1] L. J. Lins, Student Expenses and Sources of Income 1960-61 Academic Year, The University of Wisconsin, Madison Campus (University of Wisconsin: Office of Institutional Studies, October 1961), p. 40 and p. 85.

fessional student group was relatively small, 179; over half (51.4%) of them were married.

By Permanent Home Address

In comparing permanent home addresses of students enrolled during the Summer Sessions and during the second semester, one finds less variation than for sex and marital status. Four areas of permanent home address were identified: Dane County (including Madison), Wisconsin (other than Madison and Dane County), Other U. S. (states other than Wisconsin), and Overseas (foreign countries and U. S. territories). Of all students attending the Summer Sessions, 25.3 per cent were from Dane County, 38.0 per cent were from other Wisconsin counties, 30.8 per cent were from other states, and 5.9 per cent were from Overseas (Table I). Of the students attending the second semester of 1960-61, 22.7 per cent were from Dane County, 47.0 per cent were from other Wisconsin counties, 25.8 per cent were from other states, and 4.5 per cent were from Overseas (Table [illegible]). The greatest difference in percentage between the two total groups was among the students from Wisconsin counties other than Dane (38.0 per cent of Summer Sessions students and 47.0 per cent of second semester students). The smallest difference was among students from overseas, which includes United States territories.

TABLE I

DISTRIBUTION OF 1961 SUMMER SESSIONS STUDENTS
ACCORDING TO PERMANENT HOME ADDRESS

Address	Undergrad.		Grad.		Prof.		Specials		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Dane County	807	32.6	1,026	25.1	65	36.5	349	16.2	2,247	25.3
Other Wis. Counties	1,212	49.0	1,302	31.8	101	56.8	766	35.6	3,381	38.0
Other U. S.	411	16.6	1,325	32.3	12	6.7	991	46.1	2,739	30.8
Overseas	43	1.8	441	10.8	--	--	46	2.1	530	5.9
TOTAL	2,473	100.0	4,094	100.0	178	100.0	2,152	100.0	8,897	100.0
Address Unknown									20	

TABLE II

DISTRIBUTION OF SECOND SEMESTER 1960-61 STUDENTS
ACCORDING TO PERMANENT HOME ADDRESS

Address	Undergrad.		Grad.		Prof.		Specials		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Dane County	2,469	19.1	1,244	30.7	264	34.2	97	44.9	4,074	22.7
Other Wis. Counties	7,215	56.0	720	17.8	432	56.0	58	26.9	8,425	47.0
Other U. S.	3,078	23.9	1,451	35.8	75	9.7	22	10.2	4,626	25.8
Overseas	132	1.0	635	15.7	1	0.1	39	18.0	807	4.5
TOTAL	12,894	100.0	4,050	100.0	772	100.0	216	100.0	17,932	100.0

The proportion of undergraduate students from Dane County who attended the Summer Sessions was considerably higher than those from Dane County who attended second semester (32.6% and 19.1% respectively); this may be accounted for in part by students from Madison who attend other colleges or universities during the academic year and who return to Madison for the summer. The greatest difference in per cent of the graduate students by permanent home address was among those from Wisconsin counties other than Dane; 31.8 per cent of the graduate students enrolled in the Summer Sessions were from these counties as compared with 17.8 per cent of the graduate students enrolled during the second semester. The professional students varied the least as a group. The home addresses of special students during the second semester and during the Summer Sessions were quite different; there were only 216 special students during the second semester as compared with 2,152 during the Summer Sessions.

Of the special students from the four areas of home address, 16.2 per cent during the Summer Sessions and 44.9 per cent during the second semester were from Dane County; 35.6 per cent and 26.9 per cent respectively were from other Wisconsin counties; 46.1 per cent and 10.2 per cent respectively were from other states; and 2.1 per cent and 18.0 per cent respectively were from Overseas. The greatest number of special students attending the Summer Sessions was from states other than Wisconsin.

By Age

Data for comparison of the ages of students are based upon information from the Summer Sessions total population and from the enrollment report for the first semester 1961-62. A comparison is made for three different groups: undergraduates, graduates, and total students (including special and professional students).

Of the undergraduates who were enrolled the first semester of 1961-62, 51.7 per cent were under 20 years of age as compared with 27.9 per cent of those in the Summer Sessions who were under 20. In comparing the ages of the graduate students in the two groups, it is found that 70.9 per cent of the graduate students in the Summer Sessions and 60.6 per cent of the graduate students enrolled during the first semester were 25 years of age or older. Of the total number in the two groups, 80.6 per cent were under 25 years of age during the first semester as compared with 50.7 per cent of the Summer Sessions sample. These figures show that the total students, as well as students according to enrollment status, in the Summer Sessions are generally older than students attending during the first semester.

CHARACTERISTICS OF SUMMER SESSIONS STUDENTS

It is important to know the types of students who attend the Summer Sessions since these sessions can serve the students better if the sessions are organized with the needs of the student in mind; therefore various sections of the questionnaire requested student background information. The analyses are based upon the responses of the students in the sample.

Occupations During Academic Year

The students in the sample were asked for their principal occupations during the past academic year (1960-61) and their intended principal occupations during the coming academic year (1961-62). Over half of the students in the sample (59.3%) were students during the 1960-61 academic year; slightly less than half (48.9%) of the persons in the sample indicated that they intended to be students during the 1961-62 academic year (Tables III and IV). The percentage of persons who were elementary or secondary teachers, counselors, or administrators during the past academic year and who expected to be in these types of positions in the next academic year was exactly the same (21.2%) while the percentage of college teachers, counselors, and administrators could be expected to change from 1.6 per cent in 1960-61 to 7.1 per cent in 1961-62. With the exception of one professional student, all of those who listed college teaching, counseling, or administration as a proposed occupation were graduate students.

A larger proportion of the University of Wisconsin degree candidates who attended the eight-week session listed their principal occupation as a student at the University of Wisconsin for both 1960-61 and 1961-62 than did the University of Wisconsin degree students who attended summer sessions other than the eight-week session (71.4% as compared with 63.6% in 1960-61, and 59.8% as compared with 45.4% expected in 1961-62). The number of Wisconsin degree candidates in the sample who attended other sessions than the eight-week session is quite small, however (11 persons).

Of the 27 persons from the sample who were not candidates for a degree at the University of Wisconsin and who were enrolled in the eight-week session, 59.3 per cent were students at another college or university; 25.9 per cent were elementary or high school teachers, counselors, or administrators; and 14.8 per cent were students at the University of Wisconsin during the 1960-61 academic year.

TABLE III

PRINCIPAL OCCUPATION, DURING 1960-61 ACADEMIC YEAR,
OF 1961 SUMMER SESSIONS STUDENTS BY CLASSIFICATION

Principal Occupation During 1960-61 Academic Year	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Student at U.W.	46	83.8	54	61.4	5	100.0	4	11.1	109	59.3
Student at Another College or University	2	3.6	2	2.3	--	--	17	47.2	21	11.4
High School Student	2	3.6	--	--	--	--	--	--	2	1.1
Elem. or H.S. Teacher, Counselor, or Administrator	1	1.8	28	31.8	--	--	10	27.8	39	21.2
College Teacher, Counselor, or Administrator	--	--	3	3.4	--	--	--	--	3	1.6
Non-School Occupation	2	3.6	1	1.1	--	--	5	13.9	8	4.3
No Response	2	3.6	--	--	--	--	--	--	2	1.1
TOTAL	55	100.0	88	100.0	5	100.0	36	100.0	184	100.0

TABLE IV

EXPECTED PRINCIPAL OCCUPATION, DURING 1961-62 ACADEMIC YEAR,
OF 1961 SUMMER SESSIONS STUDENTS BY CLASSIFICATION

Expected Principal Occupation During 1961-62 Academic Year	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Student at U.W.	39	71.0	44	50.0	4	80.0	3	8.3	90	48.8
Student at Another College or University	2	3.6	--	--	--	--	15	41.6	17	9.2
Elem. or H.S. Teacher, Counselor, or Administrator	1	1.8	27	30.7	--	--	11	30.6	39	21.2
College Teacher, Counselor, or Administrator	--	--	12	13.6	1	20.0	--	--	13	7.1
Non-School Occupation	6	10.9	3	3.4	--	--	6	16.7	15	8.2
Housewife	2	3.6	--	--	--	--	--	--	2	1.1
Uncertain	3	5.5	2	2.3	--	--	1	2.8	6	3.3
No Response	2	3.6	--	--	--	--	--	--	2	1.1
TOTAL	55	100.0	88	100.0	5	100.0	36	100.0	184	100.0

There were only nine persons in the sample who were not University of Wisconsin degree candidates and who were enrolled in sessions other than the eight-week session; during the 1960-61 academic year, 55.6 per cent of these persons were employed in a non-school occupation, 33.3 per cent were employed in an elementary or secondary school, and 11.1 per cent were enrolled in a college or university other than the University of Wisconsin.

Over 50 per cent of the students in the sample who were from Dane County, Wisconsin counties other than Dane, and Overseas listed their principal occupation for both academic years as that of a student at the University of Wisconsin: 67.8 per cent, 61.8 per cent, and 92.3 per cent respectively for 1960-61; and 52.5 per cent, 54.5 per cent, and 69.2 per cent respectively for 1961-62. Of the students from states other than Wisconsin, 40.3 per cent were students at the University of Wisconsin during 1960-61 and 35.1 per cent expected to be students at this university in 1961-62. Of the students enrolled during the 1961 Summer Sessions, 16.9 per cent of the students from Dane County, 29.1 per cent of the students from other Wisconsin counties, and 22.8 per cent of the students from other states had been elementary or secondary teachers, counselors, or administrators during the 1960-61 academic year.

Degrees Held

In the section of the questionnaire dealing with academic degrees, the following questions were asked: "What was the highest academic degree that you held prior to July 1, 1961?"; "Are you working toward a degree during the 1961 Summer Sessions? If yes, which degree?"; "Will you earn a degree this summer at the University of Wisconsin?"; and "If you do not earn a degree this summer, do you expect sometime to earn a degree (a) At the University of Wisconsin? (b) At another college or university?"

As of July 1, 1961, 63.6 per cent of the total sample held some degree. Only 3.6 per cent of the undergraduates had earned a degree; 60.2 per cent of the graduate students had a bachelor's degree and 39.8 per cent had a master's degree; 47.2 per cent of the special students held bachelor's degrees and 11.1 per cent had a master's degree. Of those who attended the eight-week session, more University of Wisconsin degree candidates held degrees prior to attending the 1961 Summer Sessions than did the non-degree candidates, 62.0 per cent as compared with 48.1 per cent. This difference is accounted for chiefly by the persons with a master's degree; 25.5 per cent of the University of Wisconsin degree candidates had a master's degree as compared with 11.1 per cent of the non-degree candidates.

In the sample, there were 11 University of Wisconsin degree candidates and nine non-degree candidates attending sessions other than the eight-week session; 90.9 per cent of the former had earned a bachelor's degree and 9.1 per cent had earned no degree as compared with 88.9 per cent of the latter who had earned a bachelor's degree and 11.1 per cent who had earned a master's degree.

Of all of the students in the sample, 36.9 per cent were working towards bachelor's degrees, 28.3 per cent toward master's degrees, and 20.7 toward doctor's degrees (14.1%, most of whom were specials, did not respond to the question). Of the graduate students, 56.9 per cent were working toward a master's degree and 42.0 per cent were working toward a doctor's degree. Slightly over 96 per cent of the undergraduates were working toward a bachelor's degree; as indicated earlier, 3.6 per cent of these persons had earned the baccalaureate degree prior to July 1, 1961. Of the total students working for the various degrees, 91.2 per cent of those working toward bachelor's degrees were in the eight-week session; 86.5 per cent of those working toward master's degrees were in the eight-week session; and all of the persons working toward the Ph.D. were in the eight-week session.

Thirteen per cent of the total students in the sample planned to earn a degree during the 1961 Summer Sessions. Of the undergraduates, 16.4 per cent expected to earn a degree and of the graduates, 15.9 per cent expected to earn a degree during the summer; 91.6 per cent of the persons expecting to earn a degree during the 1961 summer were enrolled in the eight-week session.

The students who did not expect to earn a degree at the University of Wisconsin during the 1961 summer were asked if they expected to earn a degree in the future either at the University of Wisconsin or at another college or university. Of those who did not expect to be granted a degree during the 1961 summer, 91.3 per cent of the undergraduate, 93.1 per cent of the graduate, and 13.9 per cent of the special students in the sample said they expected to earn a degree at a later date at the University of Wisconsin. Only 2.2 per cent of the undergraduate and 2.7 per cent of the graduate students said they expected to earn a degree at a college or university other than Wisconsin, while 47.3 per cent of the specials said they expected to earn a degree elsewhere.

Previous Summer Sessions Attended

From Table V, one notes that 55.2 per cent of the total sample had never previously attended a summer session at the University of Wisconsin; 82.8 per cent of the specials had never before attended. The greatest percentages of those who had attended one, or two, or three or more sessions were among the graduate students.

TABLE V

PREVIOUS U. W. SUMMER SESSIONS ATTENDED
BY STUDENTS ENROLLED DURING 1961 SUMMER SESSIONS

No. of Previous Sessions at the Univ. of Wis.	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Never	41	74.5	30	34.1	1	20.0	29	82.8	101	55.2
One	10	18.2	20	22.7	2	40.0	3	8.6	35	19.1
Two	3	5.5	16	18.2	2	40.0	2	5.7	23	12.6
Three or More	1	1.8	22	25.0	--	--	1	2.9	24	13.1
TOTAL	55	100.0	88	100.0	5	100.0	35	100.0	183	100.0

Almost half (49.7%) of the eight-week Wisconsin degree candidates had attended a previous summer session on the Madison campus. The majority (82.9%) of the non-degree candidates had never previously attended. An even greater proportion of the total sample had never attended a summer session at another institution (66.1%).

Of those who had attended a summer session at an institution other than the University of Wisconsin, 62.9 per cent had attended summer sessions at one other institution, 22.6 per cent had attended summer sessions at two or more institutions, 11.3 per cent had attended summer sessions at three to five different institutions, and 3.2 per cent had attended summer sessions at six or more institutions. A larger percentage of the special students had attended a summer session at an institution other than the University of Wisconsin (48.5%) than had students of any other group. Nearly 47 per cent (46.7%) of the graduate students had attended a summer session at an institution other than the University of Wisconsin.

Of the University of Wisconsin degree candidates, 30.4 per cent had attended a summer session at some other institution. Nearly 49 per cent (48.6%) of the non-degree candidates, had attended one or more summer sessions at some other institution.

Many of the persons attending the 1961 Summer Sessions expect to attend a future University of Wisconsin summer session. Of the students in the sample, 45.5 per cent of the undergraduate, 60.2 per cent of the graduate, 22.2 per cent of the special students, and 40.0 per cent of the professional (law and medical) students expect to attend some future U. W. summer session.

Employment During Summer Sessions

Of the 184 students in the sample, 65 had a job in addition to attending summer school; 45.5 per cent of the undergraduate, 30.7 per cent of the graduate, and 30.6 per cent of the special students had jobs in addition to attending summer

school. Of the 65 students with jobs, 12.3 per cent earned less than $100, 64.6 per cent earned less than $400, and 16.9 per cent earned $600 or more during the summer session. Graduate students earned more from their work than did the undergraduate or special students; over 25 per cent of the graduate students earned more than $600 (Table VI).

TABLE VI

EARNINGS FROM EMPLOYMENT DURING 1961 SUMMER SESSIONS

Net Earnings from Employment	Undergrad.		Grad.		Prof.		Special		Total	
	No.	Acc. %	No.	Acc. %	No.	Acc. %	No.	Acc. %	No.	Acc. %
Less than $100 or Job but no net Earning	4	16.0*	3	11.1	--	--	1	9.1	8	12.3
$100 - $199	10	56.0	5	29.6	1	50.0	4	45.5	20	43.1
$200 - $399	5	76.0	6	51.9	--	50.0	3	72.7	14	64.6
$400 - $599	5	96.0	6	74.1	1	100.0	--	72.7	12	83.1
$600 and Over	1	100.0	7	100.0			3	100.0	11	100.0
TOTAL	25		27		2		11		65	
No. without Jobs	30		61		3		25		119	

*One had a job but no net earnings.

Of the persons working during the eight-week session, University of Wisconsin degree candidates earned more generally than the non-degree candidates did; 55.1 per cent of the Wisconsin degree candidates who were working and 28.6 per cent of the employed non-degree candidates earned $200 or more. A higher percentage of the Wisconsin degree candidates in the eight-week session worked than did the non-degree candidates (35.8% and 25.9% respectively).

Courses Carried

In examining the relationship between employment and total courses taken (for both credit and audit), it is found that, of those who took one course, 32.2 per cent worked; of those who took two courses 41.1 per cent worked; of those who took three courses 27.8 per cent worked; and of those who took four or more courses none worked (Table VII).

Of the 182 persons in the sample who responded to the question concerning number of courses taken for credit and number taken for audit, 163 did not audit any courses, 15 audited one course, two audited two courses, and two audited three courses. Three students audited courses but did not take any courses for credit. Of the 19 students who audited courses, 11 were graduate, three were undergraduate,

TABLE VII

COMPARISON OF EARNINGS AND COURSES TAKEN
DURING 1961 SUMMER SESSIONS

Net from Employment (Dollars)	Courses Taken for Credit and Audit									
	1		2		3		4 or More		Total	
	No.	Acc. %	No.	Acc. %	No.	Acc. %	No.	Acc. %	No.	Acc. %
No Work	38	67.8	50	58.9	26	72.2	4	100.0	118	65.3
Less than 100	1	69.6	5	64.7	1	75.0			7	69.2
100 - 199	4	76.7	11	77.7	5	88.9			20	80.2
200 - 399	5	85.7	8	87.1	1	91.7			14	87.9
400 - 599	3	91.0	7	95.3	2	97.2			12	94.5
600 and Over	5	100.0	4	100.0	1	100.0			10	100.0
TOTAL	56		85		36		4		181*	

*Three of the 184 persons did not give sufficient information to be included.

and five were special students. Only students enrolled in the eight-week session audited courses; a higher percentage of non-degree candidate students audited courses than University of Wisconsin degree candidate students did, 18.5 per cent and 10.0 per cent respectively. More students took two courses for credit than took one, three, or more. Thirty-two of the 182 students for whom information was available took three courses for credit and one took four (a professional student).

Extra-Curricular Activities

There were three main areas of extra-curricular activities defined in the questionnaire: (1) Sports, (2) Union Activities, and (3) General Activities. The students were asked to indicate their interest in and enjoyment of the activities in these three categories. Madison and the surrounding area has long been known for its pleasant atmosphere and abundance of recreational activities available in the summer months; in addition the University provides many extra-curricular activities. The study attempted to discover the part these activities play in the lives of the Summer Sessions student.

"Sports" were popular with 70.7 per cent of the students in the sample. A greater proportion of the undergraduate than of the graduate students (81.8% as compared with 61.4%) indicated an enjoyment of or interest in sports. Three out of every four non-degree candidates as compared with two out of every three University degree candidates stated that sports were popular with them. Of the five categories listed for sports (golf, tennis, swimming, fishing, and sailing), swimming was the most popular, with 38.4 per cent of the total responses showing an interest or en-

joyment in it. This may be attributed to the number of lakes around Madison and their accessibility to students. Tennis, golf, sailing, and fishing were next popular in that order with 15.2 per cent of the total responses being for tennis.

There were six activities listed under "Union Activities": billiards and bowling, reading room, art craft shop, record lending library, ballroom dancing, and folk and square dancing. Only 43.5 per cent of the students expressed an interest in these activities. Of those who did express an interest, the reading room received the largest number of votes, 29.0 per cent. Next in order of popularity by persons indicating an interest were ballroom dancing, 21.9 per cent; billiards and bowling, 19.3 per cent; folk and square dancing, 14.0 per cent; record lending library, 10.5 per cent; and art craft shop, 5.3 per cent.

Listed under "General Activities" were concerts and ballet, lectures and readings, university theatre, feature films, and university gallery. Considering all of the students in the sample, 71.7 per cent were interested in one or more of the "General Activities." The most popular of these activities, among the students with "General Activities" interests, was the University Theatre which received 27.4 per cent of the total responses. Concerts and ballets were second with 21.8 per cent. Feature films, lectures and readings, and the university gallery were next in order of degree of preference with 20.1 per cent, 16.8 per cent, and 13.9 per cent respectively.

"Sports," "Union Activities," and "General Activities" were popular with a higher percentage of undergraduates than with the other groups.

REASONS FOR ATTENDING AND EVALUATION OF THE SUMMER SESSIONS PROGRAMS

It is assumed that students attend the Summer Sessions for a variety of reasons. Some may find it the only educational opportunity available to them; some may attend because of a special professor or because of some particular facility of the University. Others may find that attendance contributes to salary increases or enhances their opportunities for occupational advancement; some others may be interested in learning while at the same time are attracted by recreational facilities.

The students in the sample were asked to give their educational, professional, and personal reasons for attending the Summer Sessions. They were asked to list all reasons and indicate which was the most important reason. For the purposes of the analyses, those who indicated which reason was the most important to them and those who marked only one reason are considered as giving a most important reason. A number of students listed two or more reasons without an indication as to which was the most important; in cases of this type, none of the reasons is interpreted as most important.

Educational Reasons for Attendance

The most important educational reason listed by all classes of students was "To accelerate my educational progress," 39.1 per cent (Table VIII). A significant percentage of the graduate students were at the University to complete a program of studies largely by Summer Sessions attendance, 18.2 per cent; the majority of these undoubtedly are teachers and other persons who work during the regular academic year and who use the summers as an opportunity to obtain an advanced degree or a salary increment. A smaller proportion of the students registered at the University during the 1960-61 academic year listed the completion of a program largely by summer session attendance as a most important reason than was true of the total sample, 3.7 per cent as compared with 11.4 per cent. Differences were found especially on the graduate level since 3.5 per cent of the academic year graduate students listed it as the most important reason as compared with 18.2 per cent of all graduate students.

While 23.9 per cent of all graduate students who listed a most important reason listed "To consult with an advisor and/or to use the library and other facilities for degree work" as most important, 33.3 per cent of the academic year graduate students enrolled in the Summer Sessions listed it as most important.

TABLE VIII

MOST IMPORTANT EDUCATIONAL REASONS FOR SUMMER SESSIONS ATTENDANCE

Most Important Educational Reason	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
To Accelerate my Educational Progress	25	45.5	34	38.6	4	80.0	9	25.1	72	39.1
To Take Courses I Would Otherwise have Taken During the Coming Academic Year	8	14.5	5	5.7	--	--	5	13.9	18	9.8
To Make up Courses that I Missed During the Academic Year	7	12.7	1	1.1	1	20.0	3	8.3	12	6.5
To Complete a Program of Studies Largely by Summer Session Attendance	4	7.3	16	18.2	--	--	1	2.8	21	11.4
To Consult with an Advisor and/or to Use the Library and other Facilities for Research or Degree Work	--	--	21	23.9	--	--	1	2.8	22	12.0
To Take Course Work in an Institution other than the one I have Regularly Attended	--	--	--	--	--	--	4	11.1	4	2.2
To Participate in a Workshop, Conference, or Special Institute	--	--	--	--	--	--	3	8.3	3	1.6
To Take a Field Trip, Field Course, or Travel Course	1	1.8	--	--	--	--	--	--	1	0.5
Other Educational Program Reasons	5	9.1	5	5.7	--	--	3	8.3	13	7.1
No Most Important Educational Reason	5	9.1	6	6.8	--	--	7	19.4	18	9.8
TOTAL	55	100.0	88	100.0	5	100.0	36	100.0	184	100.0

Professional Advancement Reasons for Attendance

Over half (59.7%) of the students in the sample gave a most important professional reason for attending. Of the graduate students, over half (52.4%) listed "To obtain a Graduate Degree" as the most important reason, as compared with 2.8 per cent of the special students who gave this reason as most important (Table IX). "To enrich my professional background by further studies" was listed by 30.5 per cent of the special students as the most important reason; this reason was listed also by 13.6 per cent of the graduate students.

TABLE IX

MOST IMPORTANT PROFESSIONAL ADVANCEMENT REASONS FOR SUMMER SESSIONS ATTENDANCE

Most Important Professional Reason	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
To Obtain a Graduate Degree	--	--	46	52.4	4	80.0	1	2.8	51	27.7
To Satisfy Requirements for Holding My Present Position	1	1.8	4	4.5	--	--	2	5.6	7	3.8
To Qualify for Advancement in My Present Field of Work	2	3.6	4	4.5	--	--	2	5.6	8	4.3
To Obtain a Salary Increment	--	--	2	2.3	--	--	1	2.8	3	1.6
To Enrich My Professional Background by Further Studies	3	5.5	12	13.6	--	--	11	30.5	26	14.1
Other Professional Reasons	13	23.6	--	--	--	--	2	5.6	15	8.2
No Most Important Reason	36	65.5	20	22.7	1	20.0	17	47.1	74	40.3
TOTAL	55	100.0	88	100.0	5	100.0	36	100.0	184	100.0

The largest difference between all students who listed a most important professional reason and those who were 1960-61 academic year students at the University was in the responses "To enrich my professional background by further studies." It comprised 14.1 per cent of the total responses of all who gave a most important reason and 7.3 per cent of the academic year student responses.

Of persons attending the eight-week session, 61.3 per cent of the University of Wisconsin degree candidates listed a most important professional reason for attendance as compared with only 44.4 per cent of the non-degree candidates. Nearly 26 per cent of the eight-week session non-degree candidates listed "To enrich my professional background by further studies" as the most important reason as compared with 10.2 per cent of the Wisconsin degree candidates. Almost one-third of the Wisconsin degree candidates indicated that "To obtain a graduate degree" was the most important professional reason for attendance.

Personal Reasons for Attendance

Only 34.2 per cent of the students in the sample listed a most important or only one personal reason (Table X); 38.6 per cent of the students did not indicate any personal reason for attendance.

TABLE X

MOST IMPORTANT PERSONAL REASONS FOR SUMMER SESSIONS ATTENDANCE

Most Important Personal Reason	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
To Take Courses for Purely Personal Interest	3	5.5	4	4.5	1	20.0	5	13.9	13	7.1
To Enjoy the Lectures, Concerts, Theater, and Other Cultural Activities of the Summer Sessions	1	1.8	4	4.5	--	--	--	--	5	2.7
To Participate in the Sports, Dances, and Other Recreational Activities	1	1.8	--	--	--	--	2	5.6	3	1.6
To be Close to the Cultural and Recreational Opportunities Afforded by Madison	2	3.6	2	2.3	--	--	2	5.6	6	3.3
To be Able to Live at Home While Attending the Summer Sessions	4	7.3	5	5.7	--	--	2	5.6	11	6.0
To be With Friends who are Attending the Summer Sessions	2	3.6	1	1.1	--	--	--	--	3	1.6
To Meet New People, Make New Friends	2	3.6	5	5.7	--	--	3	8.3	10	5.4
Other Personal Reasons	6	10.9	5	5.7	--	--	1	2.8	12	6.5
No Most Important Reason	34	61.9	62	70.5	4	80.0	21	58.2	121	65.8
TOTAL	55	100.0	88	100.0	5	100.0	36	100.0	184	100.0

Judging from the lack of response to the question on personal reasons, it seems clear that the students come to summer school less for personal reasons than for professional and educational reasons. Considering the emphasis put on training and education, not only in the educational field but in industry as well, most of the students apparently come to summer school with serious motives in mind and any purely personal reasons are usually subjugated to the more important reasons of getting a job, maintaining a position, or obtaining advancement.

There was a difference between the personal reasons listed as most important and the total personal reasons listed. The two most notable differences were "To enjoy the lectures, concerts, theater, and other cultural activities of the Summer Sessions" and "To participate in the sports, dances, and other recreational ac-

tivities"; the former comprised 20.5 per cent of all responses while only 2.7 per cent of the students felt it was a most important reason. For the latter the respective percentages were 13.1 and 1.6.

Evaluation According to Most Important Reason for Attending

The students were asked to estimate the value of attending the Summer Sessions in regard to their chief reason for attending. They were given five choices: very well satisfied, fairly well satisfied, uncertain of the value, somewhat dissatisfied, and very dissatisfied. Of the 161 students who replied to the question, 93.8 per cent said they were either fairly well or very well satisfied; 52.2 per cent said they were very well satisfied.

Sixty per cent of the undergraduates responding indicated they were very well satisfied as compared with 49.3 per cent of the graduate and 44.1 per cent of the special students. None of the students expressed complete dissatisfaction; however, 3.6 per cent of the undergraduate, 10.4 per cent of the graduate, and 2.9 per cent of the special students were uncertain of the value or were somewhat dissatisfied.

Apparently a higher proportion of the University of Wisconsin degree candidates were very well satisfied in the Summer Sessions meeting their purposes of attendance than was true of the non-degree candidates. Over 54 per cent of the degree candidates responding indicated they were very well satisfied while 44 per cent of the non-degree candidates responding expressed a great satisfaction.

General Appraisal of Summer Sessions

Under the questionnaire heading "General Appraisal," the students were asked if there was any phase of the Summer Sessions program that they found particularly outstanding or particularly unsatisfactory. The students then were asked to describe what in particular they found to be outstanding or unsatisfactory. The majority of the students did not respond to this question; only 24.5 per cent gave an outstanding phase and 27.2 per cent gave an unsatisfactory phase.

More undergraduates indicated an outstanding phase than did the other groups: 38.2 per cent of the undergraduate, 15.9 per cent of the graduate, and 27.8 per cent of the special students.

The individual outstanding phase responses could be divided into eight general categories: (1) general atmosphere and organization, (2) scheduling of classes, (3) registration, (4) cultural, social, and extra-curricular activities,

(5) teachers and teacher-student relations, (6) course program (variety of classes, exam schedule, etc.), (7) visiting professors, and (8) miscellaneous (Ph.D. reading examination, reading clinic, French house, etc.). There were 57 total descriptions; of these, "course program" items were given the most number of times (10); miscellaneous items were given nine times; and "General atmosphere and Organization," "Scheduling of classes," and "Culture, social, and extra-curricular activities" each had eight responses. Some typical responses were:

A female graduate student in Home Economics Education:

> A broad range of subjects from which to choose. Pre-registration was a big improvement. Issuing time tables early in the spring semester.

A male senior in Commerce:

> More concentration of a few subjects, closer relationship between professors and students, more individual attention.

A female special student in French:

> I enjoyed the more relaxed atmosphere in classes. I also liked knowing the teachers personally.

Some of the responses were quite vague or general in nature, such as "Appreciation of the organization of the University of Wisconsin as compared with other Big Ten schools." Others were quite specific, such as, "Teaching in Zoology is excellent."

Of the students who responded to the question concerning an unsatisfactory phase, 29.1 per cent of the undergraduate, 27.3 per cent of the graduate, and 25.0 per cent of the special students said they found something unsatisfactory. There were 47 individual descriptions of things that students found unsatisfactory; these fell into five different categories: (1) concentration (assignments too great, courses too concentrated, not enough time for tests, competition too intense); (2) course program (classes too crowded, lack of classes, conflict of classes); (3) scheduling of classes (too early, not enough time between classes); (4) teachers (not prepared, poor quality, visiting teachers); and (5) miscellaneous (quiet rules in dorm, not enough time for recreation, registration, enrollment, etc.).

The category that had the most responses of an unsatisfactory nature was "Concentration," with 16. "Course program" was a close second with 15, and "teachers," "scheduling of classes," and "miscellaneous" had 10, eight, and eight respectively.

It might be noted that some of the things that were listed as unsatisfactory were also listed as an outstanding phase. A number of students were pleased with the early morning classes, and a number were displeased. One stu-

dent found the competition too intense, and another found it not intense enough. Some students liked the visiting professor program, and some did not. Some of the responses indicated a personal bias while others indicated that the student had thought seriously about his answer. The following are some statements by students who found something unsatisfactory with the Summer Sessions program.

A female graduate student in Education:

> I feel I have not gotten out of this course what I had expected. I realize it is only a four-week session; however, up to this time our professor hasn't been thoroughly prepared, and many of us are disappointed. Since this is my first course in graduate study, I am a little discouraged as to whether I'll go on in getting a degree.

A male special student in History and German:

> The heavy amount of reading required. Seemingly too much work is crammed into too short a time. Only two tests throughout the Summer Session of eight-weeks which does not make for a reliable evaluation of the student.

A male graduate student majoring in History who had been in attendance at three previous summer sessions at the University gave a rather thorough and candid criticism:

> Any general appraisal, even though this is my fourth summer here, is difficult. On the one hand, I think the Summer Sessions courses suffer from the same faults (or strengths) as regular courses. But on the other hand, there is no doubt that the instruction is worse. The blame for this falls largely on the professors, who dislike summer teaching and say so frankly. Furthermore, the staff assumes that summer students are not serious--are only vacationers. Whether this is so or not, I can not say. I doubt, however, that the intellectual levels and interests of the summer students are sufficiently low to justify the contemptuous tone which greets them. One last point; departmental policy also is bad in one respect. Invariably the best professors do not teach as frequently in the summer as do their younger colleagues. Both the quality and broadness of instruction are thereby lessened.

While a certain amount of the criticism of the Summer Sessions may be justified, the responses did not indicate any general agreement of problem areas. It would be difficult, therefore, on the basis of the responses, to recommend changes.

Evaluation of Course Offerings

The students in the sample were asked if there were any courses that they would like to have taken but which were not offered during the Summer Sessions. There were 64 responses, including those who gave multiple answers, and 61 different classes desired (the three duplications were a Botany class other than General Botany, Home Economics subject matter courses, and History of Education). The other subjects listed varied from a language course in Swahili and one in Sanscrit to Electrical Engineering 182 and a Psychology Seminar in Sensory or Learning Theory. Some of the classes desired were general course classes, and others were highly specialized classes. The requests seemed to reflect the particular need of individuals, rather than a serious deficiency in the Summer Sessions curriculum. Some of the courses requested are not offered during the regular academic year.

In an attempt to determine the student's opinion about the classes he attended during the Summer Sessions, the student was asked to evaluate his courses in terms of four different questions: (1) "How much are you learning in this course?"; (2) "How interesting is this course?"; (3) "How would you rate the teaching procedures?"; and (4) "Would you recommend this course to a close friend whose interests are like yours?" The students were asked to rate each class taken in terms of these questions. Some students evaluated one class only; others evaluated two or more, and some did not evaluate any.

It was found that 81.2 per cent of the 313 total responses (given by 154 students) indicated that the students had learned an average amount or more for a college course; 9.3 per cent showed that the students had learned more in their Summer Sessions courses than in any other college course. A larger proportion of the responses from the undergraduates (21.6%) indicated less learning than from the other groups (Table XI).

A higher proportion of the University of Wisconsin degree candidates than of the non-degree candidates attending the eight-week session felt that they had learned more in their summer courses than in most other courses taken (40.1% and 28.3% respectively). Over 80 per cent of each group felt that they had learned an average amount or more. In no University college or school did less than 76.3 per cent of the students indicate that, in their summer courses, they had learned as much as or more than they had learned in other courses taken previously.

TABLE XI

COMPOSITE EVALUATION OF LEARNING IN 1961 SUMMER SESSIONS COURSES

Opinion About the Amount of Learning *	Undergrad.		Grad.		Prof.		Special		Total	
	No.	Acc. %	No.	Acc. %	No.	Acc. %	No.	Acc. %	No.	Acc. %
More Than in Any Other College Course	10	9.8	11	8.3	1	7.1	7	10.8	29	9.3
More Than in Most College Courses	32	41.2	41	39.4	8	64.3	14	32.3	95	39.6
An Average Amount For a College Course	38	78.4	56	81.8	3	85.7	33	83.1	130	81.2
Less Than in Most College Courses	16	94.1	14	92.4	1	92.9	6	92.3	37	93.0
Very Little For a College Course	6	100.0	10	100.0	1	100.0	5	100.0	22	100.0
TOTAL EVALUATIONS	102		132		14		65		313	
Total No. of Students Responding	54		62		5		33		154**	

*Total student-evaluations. Some students evaluated only one course and others evaluated more than one.

**The majority of the 30 students, who did not give evaluations, were involved in independent studies only; there were 184 students in the sample.

The composite responses to the question of how interesting the Summer Sessions courses were, showed that 82.1 per cent of the students felt that Summer Sessions courses were either above average, more interesting than most, or among the most interesting classes that they had taken. Thirty-two per cent of the undergraduate, 22.1 per cent of the graduate, and 23.4 per cent of the special students felt that the classes they took during the summer were among the most interesting they had ever taken (Table XII). There were no great differences between the interest level responses of the Wisconsin degree candidates and the non-degree candidates.

TABLE XII

COMPOSITE EVALUATION OF INTEREST LEVEL OF 1961 SUMMER SESSIONS COURSES

Opinion About Interest Level	Undergrad.		Grad.		Prof.		Special		Total	
	No.	Acc. %	No.	Acc. %	No.	Acc. %	No.	Acc. %	No.	Acc. %
Among the Most Interesting	33	32.0	29	22.1	3	21.4	15	23.4	80	25.6
More Interesting Than Most	26	57.3	46	57.3	5	57.1	16	48.4	93	55.4
Above Average in This Respect	29	85.4	34	83.2	2	71.4	18	76.5	83	82.1
Less Interesting Than Most	9	94.2	13	93.1	2	85.7	11	93.7	35	93.3
Among the Least Interesting	6	100.0	9	100.0	2	100.0	4	100.0	21	100.0
TOTAL EVALUATIONS	103		131		14		64		312	
Total No. of Students Responding	55		62		5		32		154	

The students also were asked to rate the Summer Sessions teaching procedures. Of the total responses concerning the caliber of teaching in Summer Sessions, 84.3 per cent were that the teaching had been about average or better, and 23.0 per cent were that the teaching was a model of good teaching (Table XIII). Of the three major groups (undergraduates, graduates, and specials), a slightly higher proportion of the undergraduates than any other group found the teaching to be average or better, and a slightly smaller proportion of the graduates found it to be so, 88.4 per cent as compared with 82.6 per cent. Differences between responses of University of Wisconsin degree candidates and non-degree candidates were not great.

Of the students indicating whether or not they would recommend the course to a close friend with similar interests, 30.9 per cent were either undecided and had doubts or felt that they would not recommend the class they had taken to a friend; 37.3 per cent of the responses indicated that the students would recommend the course highly (Table XIV).

TABLE XIII

COMPOSITE EVALUATION OF TEACHING OF 1961 SUMMER SESSIONS COURSES

Opinion About Teaching	Undergrad.		Grad.		Prof.		Special		Total	
	No.	Acc. %	No.	Acc. %	No.	Acc. %	No.	Acc. %	No.	Acc. %
A Model of Good Teaching	30	29.1	29	22.0	2	14.3	11	17.2	72	23.0
Better than Average	30	58.3	40	52.3	5	50.0	21	50.0	96	53.7
About Average	31	88.4	40	82.6	3	71.4	22	84.4	96	84.3
Poorer Than Average	10	98.1	13	92.4	4	100.0	9	98.5	36	95.8
Example of Very Poor Teaching	2	100.0	10	100.0			1	100.0	13	100.0
TOTAL EVALUATIONS	103		132		14		64		313	
Total No. of Students Responding	55		62		5		32		154	

TABLE XIV

COMPOSITE EVALUATION OF 1961 SUMMER SESSIONSCOURSES FOR RECOMMENDING TO OTHERS

Opinion About Recommending Course	Undergrad.		Grad.		Prof.		Special		Total	
	No.	Acc. %	No.	Acc. %	No.	Acc. %	No.	Acc. %	No.	Acc. %
Yes, Recommend it Highly	42	40.4	51	38.6	4	28.6	20	31.3	117	37.3
Yes, it is Better Than Most Courses	28	67.3	41	69.7	7	78.6	24	68.8	100	69.1
Undecided, Have Some Doubts	21	87.5	22	86.4	1	85.7	11	86.0	55	86.6
No, it is Not as Good as Most Courses	7	94.2	11	94.7	1	92.9	6	95.3	25	94.6
Definitely Not	6	100.0	7	100.0	1	100.0	3	100.0	17	100.0
TOTAL EVALUATIONS	104		132		14		64		314	
Total No. of Students Responding	55		62		5		32		154	

Comparison of Summer Session with Academic Year Courses

The 1960-61 University of Wisconsin academic year students in the sample were asked to compare the Summer Sessions courses with the regular academic year courses. Work requirements, quality of instruction, and amount learned were compared. There were 109 of the 184 students who indicated that they were academic year students; however, some were involved only in research during the summer and did not feel qualified to answer this section.

Of the students answering these questions (Table XV), 27.4 per cent stated that the courses were more demanding in the summer, 46.3 per cent felt that the work expected was about the same as during the regular academic year, and 26.3 per cent felt that the courses were less demanding in the summer.

TABLE XV

COMPARISON OF WORK REQUIREMENTS OF 1961 SUMMER SESSIONS WITH ACADEMIC YEAR

Work Requirements	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
More Demanding in Summer	12	27.3	11	25.0	2	40.0	1	50.0	26	27.4
Same as Regular Academic Year	21	47.7	19	43.2	3	60.0	1	50.0	44	46.3
Less Demanding in Summer	11	25.0	14	31.8	--	--	--	--	25	26.3
TOTAL	44	100.0	44	100.0	5	100.0	2	100.0	95	100.0

Over three-fourths of the students in the sample felt that there was no great difference between the quality of instruction during the summer and that during the academic year; 18.1 per cent felt that it was "generally better"; and 7.4 per cent felt that it was "generally poorer" (Table XVI). A higher proportion (34.9%) of the undergraduate students than of the graduate students (4.5%), however, felt that the quality of instruction during the summer was generally better than during the academic year.

TABLE XVI

COMPARISON OF QUALITY OF INSTRUCTION OF 1961 SUMMER SESSIONS WITH ACADEMIC YEAR

Quality of Instruction	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Generally Better in Summer	15	34.9	2	4.5	--	--	--	--	17	18.1
About the Same	25	58.1	38	86.4	5	100.0	2	100.0	70	74.5
Generally Poorer in Summer	3	7.0	4	9.1	--	--	--	--	7	7.4
TOTAL	43	100.0	44	100.0	5	100.0	2	100.0	94	100.0

Concerning the amount learned in the summer as compared to that learned during the academic year, 52.7 per cent of the University students enrolled both during the summer and year indicated that they had learned about the same in both sessions; 21.5 per cent felt they had learned more in the summer, and 25.8 per cent felt they had learned less (Table XVII). Over one-fourth (29.5%) of the undergraduates stated that they were learning more in their courses during the summer than they did during the academic year; one-fourth (25.0%) indicated that they were learning less during the summer. Only 11.9 per cent of the graduate students felt they were learning more during the summer than during the academic year, and 28.6 per cent stated they were learning less during the summer.

TABLE XVII

COMPARISON OF AMOUNT LEARNED IN 1961 SUMMER SESSIONS WITH ACADEMIC YEAR

Amount Learned	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Learning More in Summer	13	29.5	5	11.9	2	40.0	--	--	20	21.5
Learning About the Same	20	45.5	25	59.5	2	40.0	2	100.0	49	52.7
Learning Less in Summer	11	25.0	12	28.6	1	20.0	--	--	24	25.8
TOTAL	44	100.0	42	100.0	5	100.0	2	100.0	93	100.0

It is possible that the answers of the entire section of evaluation of the Summer Sessions programs were affected by the fact that the students were asked to sign their names to the questionnaires. How much responses were affected by the student knowing that he could be identified would be hard to determine. The cover letter to the questionnaire did state that the "responses to this questionnaire will be treated confidentially, and will be seen by no one but the research staff of the Summer Sessions Office."

Sources of Information about Summer Sessions Offerings

To determine which means of making information available about the Summer Sessions are the most effective, the students were asked to check the various sources from which they gained information regarding the University of Wisconsin Summer Sessions. Of the eight sources listed (Table XVIII), the one receiving the greatest proportion of responses was the "Read Summer Sessions Bulletin" (32.3%). The source with the least responses was "Read advertisement or descriptive article in magazine or newspaper" (1.6%). Of the undergraduate responses, 35.2 per cent were "Read Summer Sessions Bulletin," and 22.1 per cent fell under the heading "Talked with

TABLE XVIII

SOURCES OF INFORMATION ABOUT 1961 SUMMER SESSIONS
BY STUDENT CLASSIFICATION

Sources of Information	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Read Summer Sessions Bulletin	43	35.2	57	32.8	3	30.0	22	27.8	125	32.3
Talked with U.W. Staff Members	23	18.9	36	20.7	2	20.0	4	5.1	65	16.9
Wrote to Summer Sessions Office for Information	6	4.9	12	6.9	--	--	20	25.3	38	9.9
Talked with Students who had Attended Previous Summer Sessions	27	22.1	15	8.6	1	10.0	14	17.7	57	14.8
Read Advertisement or Descriptive Article in Magazine or Newspaper	--	--	5	2.9	--	--	1	1.3	6	1.6
Relied on Experience from Attending Previous U.W. Summer Sessions	9	7.4	34	19.5	3	30.0	6	7.6	52	13.5
Saw Folder on Summer Program	10	8.2	11	6.3	1	10.0	9	11.4	31	8.1
Other Sources	4	3.3	4	2.3	--	--	3	3.8	11	2.9
TOTAL RESPONSES	122	100.0	174	100.0	10	100.0	79	100.0	385	100.0
No. of Students	54		86		5		35		180	

students who had attended previous Summer Sessions." The graduate students relied mainly on previous experience from Summer Sessions attendance (19.5%); "Talked with U. W. staff members" (20.7%); and "Read Summer Sessions Bulletin" (32.8%). Twenty-five per cent of the responses of the special students came under the heading "Wrote to Summer Sessions office for information." "Read Summer Sessions Bulletin" received the largest number of responses by students who gave a most important reason (35.2% of the sample).

There were three categories which were not formal means of communication from the Summer Sessions Office; these were concerned with either personal experience or with oral advertisement and were (1) talked with U. W. staff members, (2) talked with students who had attended previous Summer Sessions, and (3) relied on experience from attending previous Summer Sessions at U. W. These three, taken as a group, form the largest single means of information, 45.2 per cent of the total responses. This tends to indicate that the Summer Sessions Program is its own best advertisement.

In Table XIX are presented the sources of information, about the Summer Sessions, divided according to eight-week versus other sessions and according to University of Wisconsin degree and non-degree candidates. The University degree candidates received their information primarily from the Summer Sessions bulletin, from talking with U. W. staff members, from talking with students who had attended a U. W. summer session, and from their own past summer session experience. The non-degree candidates learned about the Summer Sessions primarily from the Summer Sessions bulletin, from writing to the Summer Sessions Office, from talking with students who had attended a U. W. Summer Session, and from seeing a folder on the summer program.

TABLE XIX

SOURCES OF INFORMATION ABOUT 1961 SUMMER SESSIONS BY LENGTH OF SESSION

Sources of Information	8 Week				Other Week				Total	
	Wis. Deg. Cand.		Non-Deg. Cand.		Wis. Deg. Cand.		Non-Deg. Cand.			
	No.	%	No.	%	No.	%	No.	%	No.	%
Read Summer Sessions Bulletin	96	34.4	21	33.3	7	27.0	1	6.2	125	32.3
Talked with U.W. Staff Members	57	20.4	3	4.8	4	15.4	1	6.2	65	16.9
Wrote to Summer Sessions Office for Information	16	5.7	17	27.0	2	7.7	3	18.8	38	9.9
Talked with Students who had Attended Previous Summer Sessions	39	13.9	11	17.5	4	15.4	3	18.8	57	14.8
Read Advertisement or Descriptive Article in Magazine or Newspaper	4	1.4	--	--	1	3.8	1	6.2	6	1.6
Relied on Experience from Attending Previous U.W. Summer Session	41	14.6	4	6.3	5	19.2	2	12.5	52	13.5
Saw Folder on Summer Program	20	7.1	6	9.5	2	7.7	3	18.8	31	8.1
Other Sources	7	2.5	1	1.6	1	3.8	2	12.5	11	2.9
TOTAL RESPONSES	280	100.0	63	100.0	26	100.0	16	100.0	385	100.0
No. of Students Responding	134		26		11		9		180	

VALUE AND LENGTH OF SESSIONS

In Section II of the questionnaire, entitled "Summer Sessions Patterns," the students were asked to express their attitudes toward the length and adequacy of the different Summer Sessions and to indicate whether or not they would attend a 12-week session or a 15- or 16-week summer semester. They also were asked to indicate their preference of an opening date for the four- and eight-week sessions.

Four-Week Session

Only half of the students (49.5%) gave an opinion concerning the length of the four-week session. Many of the students had had no experience with the four-week session and apparently for this reason did not give an opinion. Some of the students who were not enrolled in the four-week session expressed an opinion either on the basis of their previous experience or on the basis of a general attitude toward the worth of the session. Very few students indicated that the length of the four-week session was "Just right" for their needs (3.8%) although 15.8 per cent felt that it was adequate; 29.9 per cent felt that the session was "Too concentrated" or "Too short, because I can't earn as many credits as I want to" (Table XX).

TABLE XX

EVALUATION OF LENGTH OF FOUR-WEEK SESSION

Opinion	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Too Short, Because I Can't Earn as Many Credits as I Want to	8	14.5	14	15.9	--	--	3	8.3	25	13.6
Too Concentrated	5	9.1	16	18.2	--	--	9	25.0	30	16.3
Adequate	11	20.0	15	17.0	--	--	3	8.3	29	15.8
Just Right for My Needs	1	1.8	3	3.4	--	--	3	8.3	7	3.8
No Opinion	30	54.6	40	45.5	5	100.0	18	50.1	93	50.5
TOTAL	55	100.0	88	100.0	5	100.0	36	100.0	184	100.0

A larger percentage of the University of Wisconsin degree candidates enrolled in sessions other than the eight-week session found that the length of the four-week session was "Just right" than did those enrolled in the eight-week session (18.2%

as compared with 1.5%). However, 48.9 per cent of the University degree candidates enrolled in the eight-week session and 72.7 per cent enrolled in other sessions expressed no opinion.

The students were given four choices of times they would like to have the four-week session start (Table XXI). Of those students who gave a preference (47.3%), the majority recommended that the four-week session start earlier than it started in 1961; the 1961 four-week session began on July 3 and ended July 28.

TABLE XXI

CHOICE OF BEGINNING OF 1962 FOUR-WEEK SESSION

Preference	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
June 11	7	12.7	15	17.0	--	--	5	13.9	27	14.7
June 18	14	25.5	18	20.5	--	--	4	11.1	36	19.6
June 25	2	3.6	4	4.5	--	--	5	13.9	11	6.0
July 2	3	5.5	6	6.8	--	--	2	5.6	11	6.0
No Preference	29	52.7	45	51.2	5	100.0	20	55.5	99	53.7
TOTAL	55	100.0	88	100.0	5	100.0	36	100.0	184	100.0

Eight-Week Session

A larger percentage of the students in the sample responded to the questions concerning the eight-week session than to questions about the four-week session; this might be expected since 85.1 per cent of the students in the sample were enrolled in the eight-week session. Only 13.6 per cent gave no opinion about the eight-week session. The majority of the students (69.0%) found the session to be "Just right" for their needs. A larger percentage of the undergraduates than of any other group said that the session was "Just right" for them (85.6%). Nearly 16 per cent (15.9%) of the graduate students said it was too short since it did not allow them to carry as many credits as they desired (Table XXII).

Of the Wisconsin degree candidate students enrolled in the eight-week session, a larger percentage found that the session was too short (because they couldn't carry as many credits as they wanted to) than did the non-degree students, 13.1 per cent as compared with 7.4 per cent respectively. A larger proportion of non-degree students in the eight-week session indicated that it was "Just right" than did the Wisconsin degree students in the same session, 85.2 per cent as compared with 75.2 per cent.

TABLE XXII

EVALUATION OF LENGTH OF EIGHT-WEEK SESSION

Opinion	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Too Short, Because I Can't Carry as Many Credits as I Want To	4	7.3	14	15.9	--	--	2	5.6	20	10.9
Too Long, Because it Starts Too Early	1	1.8	1	1.1	--	--	1	2.8	3	1.6
Too Long, Because it Ends Too Late	2	3.5	6	6.8	--	--	1	2.8	9	4.9
Just Right	47	85.6	57	64.8	--	--	23	63.8	127	69.0
No Opinion	1	1.8	10	11.4	5	100.0	9	25.0	25	13.6
TOTAL	55	100.0	88	100.0	5	100.0	36	100.0	184	100.0

The majority of the students felt that the eight-week session should start at approximately the same time as it did in 1961 (June 20). Nearly one-fourth (24.5%) felt that it should start a week earlier (Table XXIII).

TABLE XXIII

CHOICE OF BEGINNING OF 1962 EIGHT-WEEK SESSION

Preference	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
June 11	13	23.6	24	27.3	1	20.0	7	19.4	45	24.5
June 18	35	63.6	45	51.1	--	--	15	41.7	95	51.6
June 25	1	1.8	6	6.8	--	--	5	13.9	12	6.5
July 2	3	5.6	2	2.3	--	--	1	2.8	6	3.3
Other	1	1.8	--	--	--	--	--	--	1	0.5
No Preference	2	3.6	11	12.5	4	80.0	8	22.2	25	13.6
TOTAL	55	100.0	88	100.0	5	100.0	36	100.0	184	100.0

There were no real differences between the University of Wisconsin degree candidates and non-degree candidates in the choice of when the eight-week session should begin.

Twelve-Week Session

More students responded to the question concerning a twelve-week session than responded to the questions concerning either the four- or eight-week session (only 6.5% did not respond). Over one-third (36.4%) of the students in the sample said they would attend a twelve-week session since it would allow them to carry more credits; 47.3 per cent said they would not attend because it would be too long or inconvenient; and 9.8 per cent indicated they possibly might attend such a session if it were offered (Table XXIV).

TABLE XXIV

EXPECTATION OF TWELVE-WEEK SESSION ATTENDANCE

Expect to Attend	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes, Because it Would Allow Me to Carry More Credits	21	38.2	34	38.6	5	100.0	7	19.4	67	36.4
No, Because it Would be Too Long or Inconvenient	26	47.3	40	45.5	--	--	21	58.4	87	47.3
Maybe	7	12.7	6	6.8	--	--	5	13.9	18	9.8
No Opinion	1	1.8	8	9.1	--	--	3	8.3	12	6.5
TOTAL	55	100.0	88	100.0	5	100.0	36	100.0	184	100.0

A larger percentage of the University of Wisconsin degree candidate students who were enrolled in both the eight and "other" week sessions said they would attend a twelve-week session than did the non-degree candidate students (40.5% and 19.4% respectively). A majority of the students felt that the twelve-week session should start as early as possible in June (59.8%); nearly 22 per cent (21.7%) said they would like to have the twelve-week session scheduled for the middle of the summer if a session of this length were offered (Table XXV). University of Wisconsin degree and non-degree candidates did not differ markedly in their expressions as to the beginning date of a twelve-week session.

TABLE XXV

CHOICE OF BEGINNING OF TWELVE-WEEK SESSION

Preference	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Start as Early as Possible in June	38	69.1	50	56.8	5	100.0	17	47.2	110	59.8
End as Late as Possible in August	1	1.8	1	1.1	--	--	1	2.8	3	1.6
Schedule During the Middle of the Summer	14	25.5	19	21.6	--	--	7	19.4	40	21.7
No Preference	2	3.6	18	20.5	--	--	11	30.6	31	16.9
TOTAL	55	100.0	88	100.0	5	100.0	36	100.0	184	100.0

Summer Semester

The summer session, which had such an inauspicious beginning during the latter part of the last century, has now become an integral part of the educational program of many universities and colleges. In certain areas, where there has been sufficient demand to warrant, some universities have inaugurated a summer semester equal in length to the individual semesters of the regular academic year. In educational planning, one should keep in mind the needs and desires of the students. For this reason, the students in the sample were asked whether or not they felt they would attend a summer semester if one were offered (Table XXVI).

TABLE XXVI

EXPECTATION OF 15-16 WEEK SUMMER SEMESTER ATTENDANCE

Opinion	Undergrad.		Grad.		Prof.		Special		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes, Because it Would Allow Me to Carry a Full Program	16	29.1	33	37.5	5	100.0	5	13.9	59	32.1
No	32	58.2	43	48.9	--	--	22	61.1	97	52.7
Maybe	5	9.1	5	5.7	--	--	4	11.1	14	7.6
No Opinion	2	3.6	7	7.9	--	--	5	13.9	14	7.6
TOTAL	55	100.0	88	100.0	5	100.0	36	100.0	184	100.0

Over 52 per cent (52.7%) of the total sample indicated that they would not attend a summer semester; 32.1 per cent said that they would; and 7.6 per cent said they might attend such a session. A larger percentage of the special students (61.1%) said they would not attend; this probably is due to the fact that teachers, who form a large part of the special student group, could not attend a summer semester since there is not enough time between the end and the beginning of the elementary and secondary school years for a 15-16 week semester. This is particularly true since the beginning and ending dates of the elementary and secondary schools vary from state to state or from city to city within a state. Some people also probably would rather go to school for a shorter period of time and have a period for vacation and/or travel. The majority of those who replied "no" to this question gave reasons such as not having enough time, wanting time to rest, and desiring a vacation.

A higher proportion of the non-degree candidates (61.1%) stated that they would not attend a summer semester than did the University of Wisconsin degree candidates (50.7%).

SUMMARY AND GENERALIZATIONS

Perhaps no apsect of American higher education is presently under more scrutiny than the college and university summer session.[2] Perennially the topic both of "enthusiastic speeches"[3] and of "a great many suspicions,"[4] the summer session today is very much on the minds of those seeking optimum utilization of campus facilities around the calendar in the face of rapidly increasing enrollments.

The Study Background

As one of the institutions seeking to discover ways of maximum use of the summer as an integral part of year-around operation, The University of Wisconsin undertook in the summer of 1961 a depth analysis of its Madison campus summer students--their backgrounds, their aspirations, their needs, and their assessments. A more complete understanding of present summer session functions should aid in formulating future summer session policies.

While what emerges from any self-study of Wisconsin summer student posture and attitude may reflect geographic and psychological bias, this report should contribute to the literature on summer session problems and possibilities. At a minimum it identifies areas meriting further research; hopefully, it also identifies guidelines for future administrative action.

Study Framework

The study itself consisted of controlled interviews with 184 students selected at random from approximately 9,000 students enrolled in the 1961 Summer Sessions at Madison. On the basis of known factors, the sample was judged to be sufficiently representative of the population as a whole to warrant making generalizations based on the survey data.

(A similar survey instrument was employed at the University of Minnesota in the summer of 1956.[5] The two studies offer interesting points of substantiation and divergence.)

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[2]Clarence A. Schoenfeld, "The Summer Session Comes of Age," The Shape of Summer Sessions to Come (The University of Wisconsin: Summer Sessions Office, 1961), p. 1.

[3]John E. Stecklein, Mary Corcoran, and E. W. Ziebarth, The Summer Session: Its Role in the University of Minnesota Program (University of Minnesota: Bureau of Institutional Research, c. 1958), p. 16.

[4]Thomas E. Crooks, The Summer School in Higher Education (New York: Columbia University, 1961), p. 4.

[5]Stecklein, Corcoran, and Ziebarth, op. cit.

The questionnaire employed sought answers to four broad questions:

1. Who is the summer student? What are his personal, educational, and vocational characteristics? Particularly, in what ways is he different from the regular-year student?

2. What is the place of summer session work in the student's total educational program? Why do students attend the Summer Sessions and through what sources do they secure information about the summer programs? How does summer session work contribute toward degree progress?

3. How do students appraise their summer session experiences? What do they think about their courses? How do they judge them in comparison with those they have taken during the academic year? What are their reactions to other phases of the summer session program? What do the students believe to be particularly outstanding or particularly unsatisfactory about the Summer Sessions?

4. What length of session has the greatest utility? Is a four-week session too short; a summer semester too long? Does the eight-week session meet student needs? What opening and closing dates are most convenient?

In the following summary, percentages are rounded to the nearest integer. For more precise figures and a more complete treatment of the findings, the reader is referred to the five previous sections of this report.

The Summer Student

The "typical" summer student bears little resemblance to the conventional image of "Joe College." He is quite apt to be married. He is over 24 years of age. He is working toward an advanced degree. He either went to school or taught school the year before. He has attended summer school before or plans to go again. He may work besides attending classes. He prefers "the reading room" to other Wisconsin Student Union activities.

Classification

There are striking differences between the summer and winter student bodies at Madison on the basis of class level.

During the regular year, students working toward graduate degrees constituted about 23 per cent of the total students enrolled. In summer the Graduate School percentage doubled--to 46 per cent. (As a matter of fact, if the special students taking advanced work are included, over half of the summer students are at the graduate level. There were about as many graduate students enrolled on the Madison campus in summer as in winter despite the differences in total enrollment.)

Undergraduate degree candidates at the University constituted 72 per cent of the winter population but only 28 per cent of the summer. There were very few non-degree candidates during the regular year while during the summer over 24 per cent of the students were not working toward a UW degree.

In terms of present functions, the heavy graduate enrollment in the summer dictates a curriculum rich in opportunities for independent investigative work in library and laboratory. In terms of future policies, the best chance for summer enrollment expansion may lie in encouraging an increasing number of undergraduates to continue on campus the year-around.

Sex and Marital Status

There was a slightly greater percentage of women in the summer student population than in the winter--38 per cent and 34 per cent respectively. The proportion of married females increased from three per cent in winter to eight per cent in summer; the percentage of single females was the same--30 per cent. The percentage of married males increased from 16 per cent in winter to 31 per cent in summer. The percentage of single males dropped from winter to summer--from 50 per cent to 31 per cent.

These data are particularly relevant to persons responsible for housing the summer student body. Since a high proportion of single males work during the summer to provide some of the funds for regular year enrollment,[6] it probably will be necessary to supply scholarship and loan funds to replace summer job incomes if more single males are to attend the Summer Sessions.

Home Address

The percentage of students from Dane County was not markedly different in winter and in summer. The percentage of students from Wisconsin counties other than Dane decreased markedly from the fall semester to the Summer Sessions (47% and 38%). The rise in percentage of out-of-state students, from 30 per cent to 37 per cent, is accounted for largely by the fact that the University attracts many students from other institutions for the summer only.

Age

The summer student was strikingly older than his winter counterpart. In total, 49 per cent of the summer student body was 25 years of age or older, contrasted to 19 per cent in the regular year. The summer undergraduate was older

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[6] Lins, op. cit., p. 40 and p. 85.

than the winter undergraduate; in summer 72 per cent were over 19, in winter 48 per cent were. The summer graduate student was older than the winter graduate student; in summer 71 per cent were over 24 years of age, in winter 61 per cent were.

These statistics are of special significance to those planning summer co-curricular activities.

Occupation

What were the students doing during the year immediately prior to their summer attendance? Overall, 59 per cent attended The University of Wisconsin, 11 per cent attended another institution, 23 per cent were teaching and/or were counselors or administrators, and four per cent were employed in a non-school occupation. Each student classification departed from this average, however. The undergraduate student body was made up predominantly of continuing University of Wisconsin students (84%). The graduate students were either continuing University of Wisconsin students (61%) or were teachers and administrators from high schools and colleges (35%). Nearly half of the Summer Session Specials were students from other colleges.

Degree Work

As of July 1, 1961, almost two-thirds of the total sample held some degree. In fact, 40 per cent of the graduate students had a master's degree. Of the total students in the sample, 86 per cent were working toward a degree. Of the graduate students, 42 per cent were working toward a doctorate. Thirteen per cent of the sample planned to earn a degree during the 1961 Summer Sessions. Only two per cent of the regularly enrolled UW undergraduate and graduate students expected to earn a degree at a college or university other than Wisconsin; 47 per cent of the specials did.

Summer Session Experience

A majority of the graduate students had attended a previous summer session at Madison; a majority of the undergraduates and specials had not. Of the total group, 34 per cent had attended a summer session at another institution; 15 per cent of these had been in attendance on three or more campuses. Many of the persons attending the 1961 Summer Sessions expected to attend a future University of Wisconsin summer session.

Summer Employment

Of the students in the sample, over one-third had jobs in addition to attending classes: 45 per cent of the undergraduate, 31 per cent of the graduate, and 31 per cent of the special students. Of the students with jobs, 65 per cent earned less than $400, and 17 per cent earned $600 or more. Graduate students earned more than undergraduate or special students.

Whether or not a student worked and how much he earned had little or no correlation with the number of courses he carried for credit.

Extra-Curricular Activities

Outdoor sports were popular with 71 per cent of the students, with swimming being the most popular followed by tennis, golf, sailing, and fishing. A like percentage of students was interested in plays, concerts, ballets, films, lectures, and art exhibits. Forty-four per cent of the students expressed an interest in "Union Activities," with the largest number of votes going to "the reading room." All types of extra-curricular activities were more popular with undergraduate than with graduate and special students.

Summer Student Goals

Students obviously come to the Summer Sessions for a variety of reasons. While a psychologist could speculate that an individual might not either recognize or be willing to verbalize his real reason, it is nonetheless pertinent to ask him.

Reasons for Coming

It was found that nearly all summer students (90%) cited a "most important" reason related to an educational purpose: 39 per cent, to accelerate educational progress; 17 per cent, to take courses as a part of a balanced year-around program; 11 per cent, to complete a program of studies largely through summer attendance; and 12 per cent, to take work with a particular professor or to use the library or laboratory facilities.

Some 60 per cent also gave a "most important" professional reason for attendance, the two most common being "to obtain a graduate degree" and "to enrich my professional background by further studies."

Only a third of the students listed a "most important" personal reason for attendance, the three most common being "to take courses purely for personal interest," "to be able to live at home while attending summer sessions," and "to meet new people."

Sources of Information

How do students obtain information about the Summer Sessions? Taken as a group, three informal means of communication account for 45 per cent of the responses--talks with UW staff members, talks with students who have attended, and previous personal experience. The formal means of communication, accounting for 42 per cent of the dissemination, is a combination of reading the Summer Sessions Bulletin and writing to the Summer Sessions Office for information. These data suggest that The University of Wisconsin summer program is its own best advertisement when supported by adequate literature.

Student Assessments

In the literature of higher education, summer instruction has at times been unkindly dealt with.[7] Despite growing evidence to the contrary,[8] there remains the lingering suspicion in some academic quarters that the summer session is a vermiform appendage where second-rate professors offer second-rate courses to second-rate students.

What do the students themselves think about this? It has already been pointed out that they are characterized by maturity and intellectual drive. Are they not in a valid position to contribute to Summer Sessions assessments? Many educators think they are.[9]

General Evaluation

The students were asked to estimate the value of attending the Summer Sessions in terms of their chief reasons for attending. They were given five choices: very well satisfied, fairly well satisfied, uncertain of the value, somewhat dissatisfied, and very dissatisfied. Of the students who replied to the question, 94 per cent said they were either fairly well or very well satisfied. None of the students expressed complete dissatisfaction. A somewhat higher proportion of UW degree candidates expressed complete satisfaction than did special students.

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[7] Charles S. Slichter, "'Debunking' the Master's Degree," in Association of American Universities Journal of Proceedings and Addresses of the 29th Annual Conference, University of Chicago Press, 1927, pages 107-11.

[8] Stecklein, Corcoran, and Ziebarth, op. cit.

[9] Martha B. Lucas and I. D. Weeks, quoted in Clarence A. Schoenfeld, "The University and Its Publics," Harpers, 1954, p. 20 and p. 45.

Course Assessments

One of the questions asked was, "How much are you learning?" In every University college or school 76 per cent or more of the students indicated that they were learning as much or more in their summer courses as they had learned in other courses taken previously. Some 40 per cent of the students said they were learning more in summer. The responses of the UW degree candidates generally were more enthusiastic than were those of the special students.

The students were also asked, "How interesting are your courses?" Over 80 per cent of the students felt that the Summer Sessions courses were either above average, more interesting than most, or among the most interesting classes they had ever taken. There were no great differences between UW degree candidates and special students.

A third question asked was, "How would you rate the teaching procedures?" Again, over 80 per cent of the students rated summer teaching average or better, and 23 per cent said the instruction was "a model of good teaching." UW undergraduates tended to be slightly more complimentary than UW graduate students.

In response to the question, "Would you recommend this course to a close friend whose interests are like yours?" only 13 per cent said they would not.

Comparisons

The continuing students in the sample were asked to compare summer courses with regular year courses at Madison. In terms of work requirements, nearly half said there was no difference, over one-fourth felt summer courses were more difficult, and over one-fourth said summer courses were less demanding. In terms of quality of instruction, three-fourths felt that professor performance was about the same, 18 per cent thought it was better in the summer, and seven per cent said it was generally poorer in the summer. In terms of amount learned, over half said they had learned about the same, less than one-fourth said they had learned more, and one-fourth said they had learned less. In general, UW undergraduates tended to rate summer courses higher in comparison with regular year courses than did UW graduate students.

Notable Satisfactions

Each student was asked if there was any phase of the summer program that he found particularly outstanding. The majority of students did not respond to this question. Among those who did, the most frequently cited factors were

"diversified offerings," "general atmosphere and organization," "scheduling of classes," and "cultural and social activities."

Notable Dissatisfactions

Each student also was asked if there was any phase of the summer program that he found particularly unsatisfactory. Here again the majority of students did not respond. Among those who did, the most frequently cited factors were "concentrated instruction," "crowded schedule," and "unsatisfactory teaching."

It is interesting to note that some of the elements that were listed by some students as unsatisfactory, were listed by others as outstanding. Some of the responses were picayune, others thoughtful. Taken together, they do not seem to indicate any overwhelming agreement on either highlights or problem areas.

Missing Courses

The fact that the summer session administrator is dealing with a host of individual needs and slants became strikingly apparent when the students were asked to list any courses they would like to have taken but which were not offered in the Summer Sessions. Out of 64 responses, 61 different courses were suggested, ranging from advanced electrical engineering to Swahili. The only duplications were in the areas of botany, home economics, and history of education. The requests document both the need for a rich and varied curriculum and the difficulty in maintaining one that satisfies everyone.

Summer Session Patterns

"How long should a summer session be?" is a question being discussed frequently by educational administrators. Students have their own ideas.

Four-Week

Nearly half of the students consulted expressed an opinion on the length of the four-week session. Of those who did, only eight per cent said it was "just right for my needs." Another 32 per cent said it was "adequate." The remaining 60 per cent felt that a four-week course was too short or too concentrated. The majority recommended that the four-week session start in June.

Eight-Week

Over two-thirds of the students indicated that a half-semester session was "just right" for their needs. However, 16 per cent of the graduate students said it was too short. Over half of the students were satisfied with the present starting date although one-fourth would prefer to have it start earlier.

Twelve-Week

Over a third of the students in the sample said they would attend a 12-week session because it would allow them to carry more credits; 10 per cent said "maybe." Nearly half of the students felt 12 weeks would be "too long or inconvenient." Sixty per cent of the students felt a 12-week session should start as early as possible in June. Significantly, more UW degree candidates were in favor of a 12-week session than were special students.

Summer Semester

Slightly less than a third of the students in the sample said they would attend a summer semester, and another eight per cent said "maybe." Half of the students said "no." A higher proportion of UW degree candidates expressed an interest in a summer semester than did special students.

Were the same questions to be put to a group of students not in attendance in summer, the reactions might be quite different.

Interpolating from the data at hand, it is expected that many students would find acceptable a summer session pattern that offered a longer term in the form of two consecutive short terms.

Generalizations

Any study based on a two per cent sample has its limitations, as does any study based on the subjective judgments of the interviewees. Granting these pitfalls, the study here reported, however, would seem to offer certain clues to administrative decisions and to further research about the Summer Sessions.

The growing impression that summer session students are more mature than those attending during the academic year is supported by the findings reported in this paper. The summer student is older. He is more apt to be married. He is likely a candidate for an advanced degree. He has sharply defined educational goals. His high academic motivation makes him less susceptible to campus diversions.

From the perspective of the student body enrolled, the Summer Sessions serve first of all as an integral part of a year-around program for students in continuous attendance. Secondly, particularly for Wisconsin teachers and school administrators, the Summer Sessions offer the only chance for periodic professional training. Thirdly, a more special function is the provision of an opportunity for college students and teachers from around the country to become acquainted with Wisconsin skills and resources.

The reactions of summer session students to the total program and to individual courses provide considerable evidence that the summer session is a worthy expression of university enterprise in maintaining academic standards and meeting student needs.

Current student opinions on a longer summer session indicate that while there is a measurable "built-in" clientele for a summer semester, a decided change of attitude will have to take place in a majority of students before summer session enrollments would approach those in the regular year. For a significant number of students now in attendance, only a half-semester would fit thei schedules.

At least five research areas suggest themselves:

(1) With respect to length, is there in fact an optimum instructional period? (2) What are the economic, social, and psychological barriers to increased summer attendance? (3) With respect to academic qualifications, what types of students typically avail themselves of summer offerings? (4) What are the past, present, and potential contributions of the summer session to the academic careers of degree candidates? (5) Are there opportunities for fruitful inter-institutional cooperation in curricular offerings?

At least two broad administrative guidelines emerge: (1) a consciousness of the Summer Sessions as an integral part of the year-around operations of the institution, and (2) a sympathy for the unique role of the Summer Sessions in meeting special needs.

APPENDIX

The Questionnaire*

*Adapted with permission from John E. Stecklein, Mary Corcoran, E. W. Ziebarth, The Summer Session: Its Role in the University of Minnesota Program (University of Minnesota: Bureau of Institutional Research, c. 1958), pp. 36-38.

THE UNIVERSITY OF WISCONSIN SUMMER SESSIONS
Office of the Director
Madison 6, Wisconsin

1961 UNIVERSITY OF WISCONSIN SUMMER SESSIONS SURVEY

In order to improve the University of Wisconsin summer program, you, as a student in the 1961 Summer Sessions, are being asked to comment upon and criticize the program as you experience it. This questionnaire has been designed to secure such student reactions. It is therefore extremely important that you express your ideas on all items frankly. Your responses to this questionnaire will be treated confidentially, and will be seen by no one but the research staff of the Summer Sessions Office. Your name is requested merely to check receipt of your reply so you won't be bothered unnecessarily by follow-up letters.

L. H. ADOLFSON
Dean and Director

I. INFORMATION ITEMS

A. In what session are you enrolled?

Eight-Week General _____
Four-Week General _____
Other (specify) _____

B. What is your UW summer classification?

Freshman _____
Sophomore _____
Junior _____
Senior _____
Graduate _____
Professional _____
Special _____

C. Where is your home address?

Madison _____
Wisconsin _____
U.S. _____
Overseas _____

D. Do you have a job in addition to attending summer session this summer?

Yes _____ No _____

E. If your answer is "Yes," approximately how much will you net from your employment?

Less than $100 _____
$100-$200 _____
$200-$400 _____
$400-$600 _____
More than $600 _____

F. In which of the following age brackets were you, as of July 1, 1961?

Under 20 years _____
20-24 years _____
25-29 years _____
30-34 years _____
35-39 years _____
40-49 years _____
50-59 years _____
60 years or over _____

G. Your sex is:

Male _____
Female _____

H. Your marital status, as of July 1, 1961, was:

Single _____
Married _____
Other _____

I. What was your principal occupation during the past academic year? What will it be next year?

	During the 1960-61 Academic Year	During the Coming Academic Year
Student at the University of Wisconsin	____	____
Student at another college or university	____	____
High school student	____	____
Elementary or high school teacher or counselor	____	____
College teacher, counselor, or administrator	____	____
Employed in a non-school occupation	____	____
Housewife	____	____
Uncertain	____	____
Other (specify) _____	____	____

J. Academic degrees:

1. What was the highest academic degree that you held prior to July 1, 1961?

No degree yet received	____
Bachelor's degree	____
Master's degree	____
Doctor's degree	____
Other degree (specify) _____	
_____	____

2. a. Are you working toward a degree during the 1961 Summer Sessions?

Yes	____
No	____

b. If yes, which degree?

Bachelor's degree	____
Master's degree	____
Doctor's degree	____
Other degree (specify) _____	
_____	____

c. What is your major field of study? _____

d. Will you earn a degree this summer at the University of Wisconsin?

Yes ___
No ___

3. If you do not earn a degree this summer, do you expect sometime to earn a degree:

a. At the University of Wisconsin?

Yes ___
No ___
Uncertain ___

b. At another college or university?

Yes ___
No ___
Uncertain ___

II. SUMMER SESSION PATTERNS

A. How do you like the length of the Eight-Week Session?

Too short, because I can't carry as many credits as I want to _____.
Too long, because it starts too early _____.
Too long, because it ends too late _____.
Just right _____.

B. If you could dictate when the 1962 Eight-Week Session would start and stop, when would it be?

June 11-August 3 ___
June 18-August 10 ___
June 25-August 17 ___
July 2-August 24 ___
Other (specify)

_____ ___

C. What do you think of the length of the Four-Week Session?

Too short, because I can't earn as many credits as I want to _____.
Too concentrated _____.
Adequate _____.
Just right for my needs _____.

D. If you could dictate when the 1962 Four-Week Session would start and stop, when would it be?

June 11-July 6 ____
June 18-July 13 ____
June 25-July 20 ____
July 2-July 27 ____
Later _____ ____

E. Would you attend a 12-week Summer Session at Madison?

Yes, because it would allow me to carry more credits ____
No, because it would be too long or inconvenient ____
Maybe (give conditions) _____ ____

F. When would you schedule a 12-week Summer Session?

As early as possible in June ____
As late as possible in August ____
In the middle of the summer ____

G. Would you attend a full 15- or 16-week summer semester at Madison?

Yes, because it would allow me to carry a full program ____
No (state reason)_____ ____
Maybe (give conditions)_____ ____

III. SUMMER SESSION ATTENDANCE

A. How many previous summers have you attended the University of Wisconsin?

Never before ____
Once before ____
Twice before ____
Three or more times before ____

B. In how many other colleges or universities have you attended summer sessions?

None ____
One other institution ____
Two other institutions ____
Three to five institutions ____
Six or more institutions ____

C. How did you obtain information regarding the University of Wisconsin Summer Sessions this year? (Check all sources that you used.)

Read Summer Sessions Bulletin ____
Talked with University of Wisconsin staff members ____
Wrote to Summer Sessions Office for information ____
Talked with students who had attended previous Summer Sessions ____
Read advertisement or descriptive article in newspaper or magazine ____
Relied on experience from attending previous Summer Sessions at the University of Wisconsin ____
Saw folder on summer program ____
Other sources (please describe) _____ ____

IV. REASONS FOR SUMMER SESSION ATTENDANCE

Check (✓) each statement that expresses one of your reasons for attending Summer Sessions this year. Double-check (✓✓) the one that you regard as the most important reason.

A. Educational Program Reasons

To accelerate my educational progress ____
To take courses I would otherwise have taken during the coming academic year ____
To make up courses that I missed during the academic year ____
To complete a program of studies largely by Summer Session attendance ____
To consult with an advisor and/or use the library and other facilities in connection with a research problem or degree work ____
To take course work in an institution other than the one I have regularly attended ____
To participate in a workshop, conference, or special institute ____
To take a field trip, field course, or travel course ____
To take a course offered by a visiting faculty member ____
Other educational program reasons (please describe) _____ ____

B. Professional Advancement Reasons

To obtain a graduate degree ____
To satisfy requirements for holding my present position ____
To qualify for advancement in my present field of work ____
To obtain a salary increment ____
To enrich my professional background by further studies ____
Other professional advancement reasons (please describe) _____
_____ ____

C. Personal Reasons

To take courses for purely personal interest (to pursue a hobby or other nonvocational goals) ____
To enjoy the lectures, concerts, theater, and other cultural activities of the Summer Sessions ____
To participate in the sports, dances, and other recreational activities ____
To be close to the cultural and recreational opportunities afforded by Madison ____
To be able to live at home while attending Summer Sessions ____
To be with friends who are attending the Summer Sessions ____
To meet new people, make new friends ____
Other personal reasons (please describe)
_____ ____

V. SUMMER SESSIONS COURSES

A. How many courses are you taking this summer?

Courses Taken for Credit	Courses Audited
_____credits	_____credits
_____credits	_____credits
_____credits	_____credits

B. Before answering the questions in this section, assign a number from 1 to 3 to each course or workshop that you are taking, in any order that you like. Then check in the first column of blanks the responses that best express your opinion of Course No. 1. Do the same for each of the other courses, using a different column for each course.

	Course No. 1	Course No. 2	Course No. 3
1. How much are you learning in this course?			
1 More than in any other college course	____	____	____
2 More than in most college courses	____	____	____
3 An average amount for a college course	____	____	____
4 Less than in most college courses	____	____	____
5 Very little for a college course	____	____	____
2. How interesting is this course?			
1 Among the most interesting of my courses	____	____	____
2 More interesting than most courses	____	____	____
3 Above average in this respect	____	____	____
4 Less interesting than most courses	____	____	____
5 Among the least interesting courses	____	____	____
3. How would you rate the teaching procedures?			
1 A model of good teaching	____	____	____
2 Better than average for courses of this type	____	____	____
3 About average for such courses	____	____	____
4 Poorer than average for such courses	____	____	____
5 An example of very poor teaching	____	____	____

	Course No. 1	Course No. 2	Course No. 3
4. Would you recommend this course to a close friend whose interests are like yours?			
1 Yes, recommend it highly	____	____	____
2 Yes, it is better than most courses	____	____	____
3 Undecided, have some doubts	____	____	____
4 No, it is not as good as most courses	____	____	____
5 Definitely not	____	____	____

C. Were there any kinds of courses that you would like to have taken this summer that were not offered? Yes____ No____
If so, please describe. _____
_____
_____
_____

VI. GENERAL APPRAISAL

A. Considering your chief reason for attending Summer Sessions this year, how would you evaluate the experience?

Very well satisfied; quite certain that I got what I wanted ____
Fairly well satisfied; might have been better in some respects, but I am glad I attended ____
Uncertain of the value of attendance this summer for me ____
Somewhat dissatisfied; perhaps I should have gone elsewhere or done something else ____
Very dissatisfied; I shouldn't have attended Summer Sessions ____

B. Is there any phase of the Summer Sessions program that strikes you as being particularly outstanding? If so, please describe it:

C. Is there any phase of the Summer Sessions program that you find to be particularly unsatisfactory? If so, please describe it:

D. Do you expect to attend future Summer Sessions?

	At the University of Wisconsin	At other colleges or universities
Yes	____	____
No	____	____
Uncertain	____	____

VII. REGULAR ACADEMIC YEAR STUDENTS

A. Did you attend the University of Wisconsin during the 1960-61 academic year?

Yes____ No____

B. If your answer to question A is "Yes," please answer questions 1, 2, and 3 below; otherwise skip to section VIII.

1. In general, how do the work requirements of Summer Sessions courses compare with those of courses that you have taken during the regular academic year?

Courses are more demanding in the summer ____
Work expected is about the same as for courses in the regular academic year ____
Courses are less demanding in the summer ____

2. In general, how does the quality of instruction in Summer Sessions courses compare with that of courses that you have taken during the regular academic year?

Generally better in the summer ____
About the same ____
Generally poorer in the summer ____

3. Do you think that you are learning as much in the intensive Summer Sessions courses as you would if you had taken the same courses during the regular academic year?

Learning more in the summer ____
Probably about the same ____
Learning less in the summer ____

VIII. EXTRA-CURRICULAR ACTIVITIES

Listed below are some of the extra-curricular activities available to Summer Sessions students. Please circle the number or numbers before the activities which you find most enjoyable or most interesting.

A. Sports:
1. Golf
2. Tennis
3. Swimming
4. Fishing
5. Sailing
6. Other ____

B. Union Activities:
1. Billiards, Bowling
2. Reading Room
3. Art Craft Shop
4. Record Lending Library
5. Ballroom Dancing
6. Folk and Square Dancing

C. General Activities:
1. Concerts, Ballet
2. Lectures, Readings
3. Univ. Theatre
4. Feature Films
5. Univ. Gallery

Name _____

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